

How to Use This Book

This book is perfectly suited for the following learners!

- Those who want to be able to read academically
- Those who feel that the Japanese-Language Proficiency Test (JLPT) N3 is just right while the N2 is still too difficult
- Those who want to study at the first half of the CEFR B1 level
- Those who are beginning to study for the Examination for Japanese University Admission (EJU)

Features of This Book

Feature 1 Discover Each Learning Objective!

Learning Objective

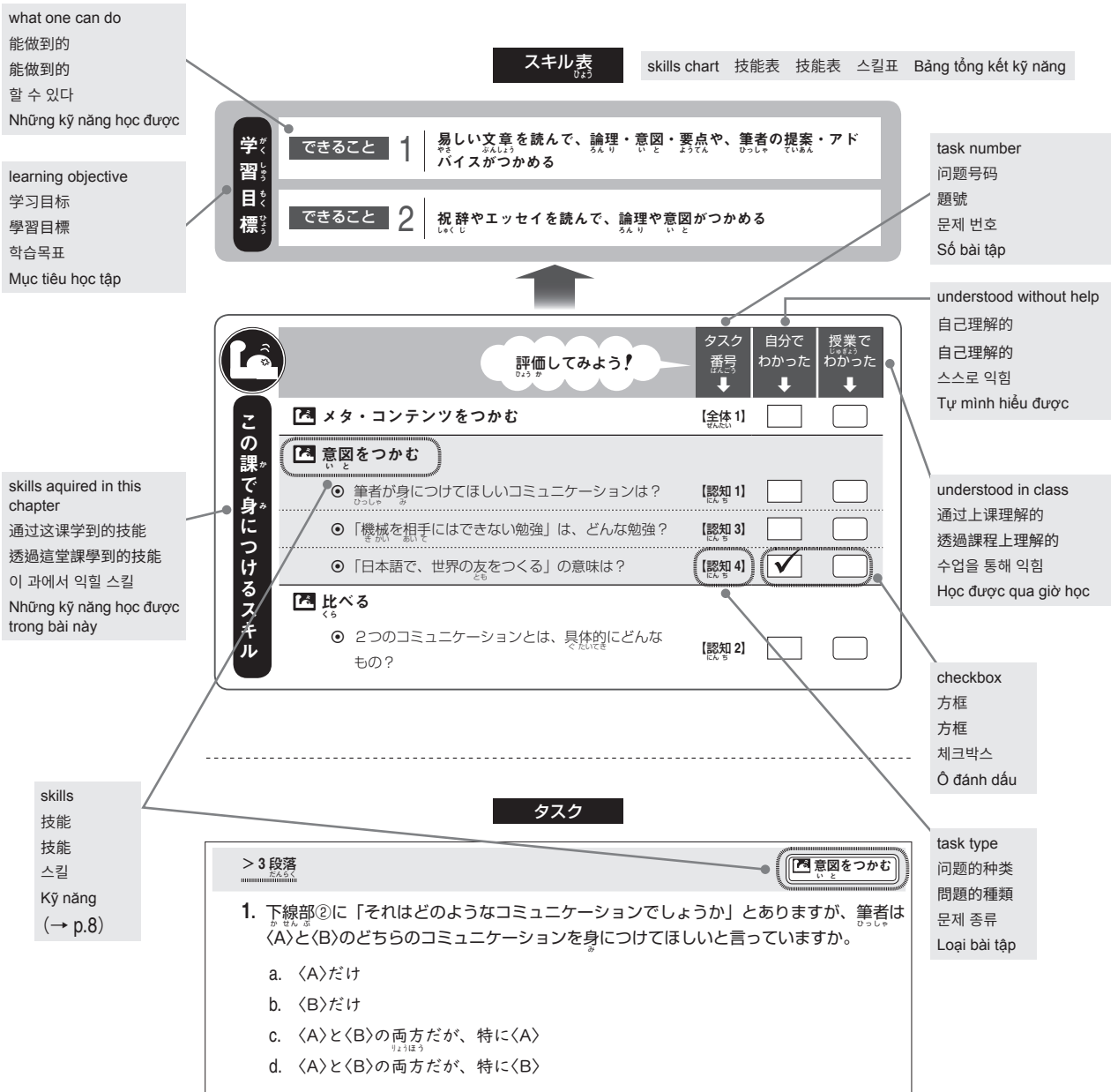
できること 1 This is one of the main learning objectives to be achieved with this book.

できること 2 This is a more detailed learning objective based on 「できること 1」. By looking here, you can begin to understand what skills you'll achieve by studying this chapter.

	できること 1	できること 2	
Ch. 1 } Ch. 6	易しい文章を読んで、論理・意図・要点や、筆者の提案・アドバイスがつかめる Read and understand the logic, intentions, main points, and suggestions/advice of the author of simple compositions.	祝辞やエッセイを読んで、論理や意図がつかめる Read and understand the logic and intentions of congratulatory addresses and essays.	Ch. 1, Ch. 2
		実用書やエッセイの一節を読んで、情報を比べ、要点がつかめる Read and compare information and understand the main points of passages taken from practical guides and essays.	Ch. 3, Ch. 4
		スピーチ原稿やエッセイを読んで、筆者の提案・アドバイスがつかめる Read and understand the suggestions/advice of the author of speeches and essays.	Ch. 5, Ch. 6
Ch. 7 } Ch. 11	リライトされた易しめの文章を読んで、要点や筆者の主張・意図・メッセージがつかめる Read and understand the main points and assertions/intentions/message of the author through rewritten simple compositions.	実用書や教養書の一節を読んで、要点や筆者の意図がつかめる Read and understand the main points and intentions of the author through passages from manuals and education books.	Ch. 7, Ch. 8
		2つのエッセイを読んで比べ、それぞれの筆者の主張がつかめる Read and compare two essays to get a sense of each author's opinions.	Ch. 9, Ch. 10
		エッセイを読んで、筆者のメッセージがつかめる Read and understand the message of the author of essays.	Ch. 11
Ch. 12 } Ch. 14	生の文章を読んで、筆者の思い・意図がつかめる Read and understand the feelings/intentions of the author through authentic texts.	ドキュメンタリーや新聞のコラムを読んで、筆者の意図がつかめる Read and understand the intentions of the author of documentaries and newspaper columns.	Ch. 12, Ch. 13
		あいさつを読んで、筆者の思いがつかめる Read and understand the feelings of the author of greetings (speeches).	Ch. 14

Feature 2 Clearly Understand Necessary Skills!

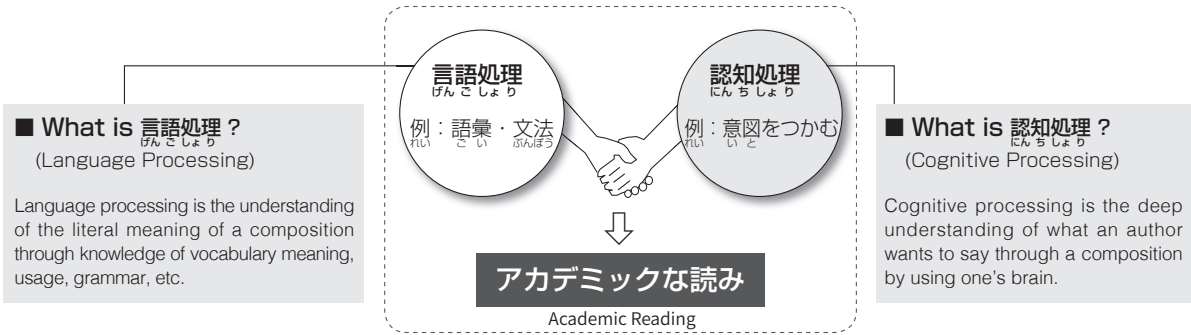
The 「スキル表」 (skills chart) enables you to understand the 「学習目標」 (learning objective) and 「この課で身につけるスキル」 (skills aquired in this chapter) necessary to achieve it. Moreover, 「タスク」 (questions)—「全体把握」 (overall understanding) and 「認知タスク」 (cognitive tasks)—help you aquire these 「スキル」 (skills). Lastly, this page clearly demonstrates the relationship between 「タスク」 ⇒ 「スキル」 ⇒ 「学習目標(できること)」.



Skills Acquired in This Chapter

<p>メタ・コンテンツをつかむ Understand the Meta Contents</p>	<p>テキストの内容をメタ的に(=少し上のレベルから)捉えて、抽象的に言い換えます。内容の要約ではありません。 Grasp the contents of a text at a meta level (= from a level slightly above) and rephrase it abstractly. This is not the same as a summary of the text itself.</p>
<p>論理をつかむ Understand the Author's Logic</p>	<p>話の筋を理解し、「なぜ、そう言えるのか」「次にどうなるか」を捉えます。 Follow the storyline, understanding "why this can be said" as well as "what will happen next."</p>
<p>意図をつかむ Understand the Author's Intentions</p>	<p>言葉通りの意味だけでなく、そこで筆者が本当に言いたいことを理解します。 Understand not just the literal meaning of the words, but also what the author really wants to say.</p>
<p>主張をつかむ Understand the Author's Opinions</p>	<p>その文章を通じて筆者が伝えたい考え(意見)を捉えます。 Through the composition, grasp the thoughts (opinions) the author wants to convey.</p>
<p>情報を見つける Locate Information</p>	<p>必要な情報がどこに書いてあるか探して、取り出します。 Find and retrieve necessary information from where it is written.</p>
<p>比べる Compare and Contrast</p>	<p>「Aは～だが、Bは～だ」のように、何かを分けたり比べたりします。筆者だけの特別な分け方の場合もあります。 Distinguish between or compare something like "A is ~, but B is ~." In some cases, there may be special ways of contrasting applicable only to the particular author.</p>
<p>何の例かをつかむ Understand Examples</p>	<p>具体例を見て、それが「何を説明するための例なのか」を理解します。「どんな例か」ではありません。 Look at specific examples, and understand "what this example is trying to explain," not "what kind of example this is."</p>

Feature 3 The 3 Types of Tasks That Enable Academic Reading



1. 全体把握 (Overall Understanding)

These tasks ask about **メタ・コンテンツ**(→p.9) and the type of composition. Rather than understanding the fine details, grasp what the text is trying to convey as a whole. Particularly, the ability to summarize the **メタ・コンテンツ** as a short phrase is very useful when writing reports and presentation outlines at university, as well as when reporting information at work.

2. 言語タスク (Language Tasks)

“Language tasks” are “language processing” tasks, that is, tasks of understanding the literal meaning of the composition. Before solving 「**認知タスク**」(Cognitive Tasks), solve and check the language tasks to see if you are able to do the necessary language processing (understand the text), as well as whether you are ready to proceed with deep reading.

3. 認知タスク (Cognitive Tasks)

“Cognitive tasks” are academic tasks, that is, tasks that require both “language processing” and “cognitive processing” at the same time. “Cognitive processing” means using your head (brain) to read a composition and deeply understand what the author is trying to convey. It is the same type of task that is asked on the Examination for Japanese University Admission (EJU).

What is メタ・コンテンツ (meta content) ?

Meta content is not the content itself, but the content grasped at a meta level (from a slightly higher level) and rephrased in an abstract manner. This is neither the topic nor the summary.

→ What's the difference between 「コンテンツ」(content) and 「メタ・コンテンツ」(meta content)?

- ① 日曜日の外出がいしゅつについて話します。人気のパンケーキの店に行きました。人がたくさん並ならんでいて、1時間も待ちましたが、パンケーキはふわふわで、とてもおいしかったです。

△ 人気のパンケーキの店に行ったら、1時間も待ったが、おいしかった。 ←コンテンツ

○ 日曜日の外出がいしゅつでしたこととその感想かんそう ←メタ・コンテンツ

× パンケーキの店 ←トピック (topic)

- ② 家族は5人です。父と母と姉と弟と私です。両親りやうしんは会社員です。姉も会社員です。弟は高校生です。みんなスポーツが好きで、仲なかがいいです。時々ときどき、いっしょに山登りやまのぼりをします。

△ 家族は両親りやうしんと姉と弟で、みんなスポーツ好きだ。 ←コンテンツ

○ 5人家族の職業しよくぎょうと好きなことの紹介しょうかい ←メタ・コンテンツ

× 家族 ←トピック

- ③ 先生せんせい、初中級じゅうちゅうきゅうクラスのリンです。今日、朝から熱ねつがあって、測はかったら37.7℃でした。それで病院に行ったら、インフルエンザだと言われたので、今日は学校に行けません。たぶん今週はずっと行けないと思います。

△ インフルエンザで、今週は学校に行けない。 ←コンテンツ

○ 欠席けっせきの理由りゆうと予定よ定の連絡れんらく ←メタ・コンテンツ

× インフルエンザ／欠席けっせき ←トピック

How to Study With This Textbook

1 読む前に “Before Reading” Section

Questions relating to the chapter’s topic or theme. These questions prepare you to read the text.

2 学習目標(スキル表) Learning Objective (Skills Chart)

Review what you will be able to do by studying this chapter.

3 この課で身につけるスキル(スキル表) Skills Acquired in This Chapter (Skills Chart)

These are the skills needed to achieve the learning objectives. By being conscious of these skills while completing the tasks (questions), you can acquire them while improving your reading ability.

4 テキスト Main Text

There are two types of text in this book.

- 1) Commissioned writing … Essays written for the book and compositions by Japanese learners
- 2) Authentic texts … Some lightly rewritten, and some in their original form

For authentic texts, various texts such as essays and practical guides have been selected. Gradually become accustomed to academic reading through simple texts, bridging the gap to deep reading at an intermediate level.

5 全体把握・言語タスク・認知タスク Overall Understanding/Language Tasks/Cognitive Tasks

1. First, quickly scan the entire text. Do not look at the vocabulary list, nor a dictionary. Immediately solve 「全体把握」 to confirm your general understanding. Even if you are unsure of your understanding here, proceed to the next step.
2. Next, read the text one more time without rushing. It is okay to look at the vocabulary list or dictionary this time. Solve 「言語タスク」 and 「認知タスク」, and check your answers with the answer key. Be conscious of the corresponding skill while solving 「認知タスク」. When you understand the meaning of the text, but cannot solve the task, it might be a chance for you to greatly improve your reading ability by re-reading that paragraph or sentence a number of times.
3. Finally, read through the whole text once more and check your comprehension with 「全体把握」.

6 スキル表をチェックする Fill-in (check) the Skills Chart

- ▶ If you were able to understand the task by yourself without help

= Check 「自分でわかった」

- ▶ If you were able to understand the task in class with the help of a classmate or teacher

= Check 「授業でわかった」

7 スキル一覧表(別冊) Skills Table (Supplementary Text)

After completing the chapter, self-assess your skills and fill-in the skills table. When each skill listed in this table is viewed horizontally, skills frequently marked 「自分でわかった」 are your strengths with regard to reading comprehension, while skills that have been marked 「授業でわかった」 might be weaknesses to be aware of and develop in the future.

■ Ruby Characters (Furigana)

Furigana are attached to words which are written with kanji characters corresponding to the Japanese-Language Proficiency Test (JLPT) N3 (formerly JLPT Level 2) and above, as well as all proper nouns (for tasks, these are attached only above the first question in which they appear).

■ 頭と言葉のエクササイズ Mind and Language Exercises

The basis for solving 「認知タスク」 is solid language processing. In 「頭と言葉のエクササイズ」, practice using words for cognitive processing. Since these are independent of each chapter's contents, please feel free to engage with them either as a change of pace or as a mental break.

■ The Supplementary Text

- スキル一覧表 (Skills Table) : After studying, check and self-assess.
いちらんひょう
- 語彙リスト (Vocabulary List) : Mainly, the vocabulary above JLPT N3 level, as well as difficult vocabulary from N4 and N5 levels, are listed in the vocabulary list. Translations (English, Chinese (Simplified and Traditional), Korean, and Vietnamese) are published on the web, so please make use of them for learning.
- 解答例 (Answer Key) : The answers to each task and 「頭と言葉のエクササイズ」 are printed in the answer key.
かいどうれい

Translation



語彙リスト : English
ごい 中文 (简体)
 中文 (繁體)
 한국어
 Tiếng Việt